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CHINESE LANGUAGE AND CULTURE 10S–20S–30S

RATIONALE

The value for Canadian society as a whole of learning the Chinese language[1] is significant and can be summarized as follows. Learning Chinese leads to:

- increased awareness of and sensitivity to cultural and linguistic diversity
- improved potential in the Canadian and global marketplace and workplace
- enhanced role in the international community.

Apart from the common advantages related to the learning of any international language, the learning of Chinese permits an insight into the rich and varied cultures developed in the Chinese-speaking world and bestows more opportunity to communicate directly with its people. The learning of Chinese, as any other language, develops awareness of and sensitivity to cultural and linguistic diversity. In addition to preserving cultural identity, it is also a means of cultural enrichment and is the best means of fostering understanding and respect among peoples and countries. Furthermore, it gives the opportunity to [redacted]ify, question and challenge one's own [redacted]al assumptions, values and perspectives and [redacted]ute positively to society. These are [redacted]ts that can be gained by all students of [redacted]se, regardless of their backgrounds or [redacted]ge.

For those students who already have some knowledge of the Chinese language or a family connection to the culture, learning Chinese offers an opportunity to renew contact with their language and culture. For some, it may contribute to developing and maintaining literacy.

There is significant evidence to suggest that learning another language contributes to the development of first language skills and enhances cognitive functioning. Learning a second language increases the ability to conceptualize, to think abstractly, and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence.

In today's world, the knowledge of a second language and culture in general, and Chinese in particular, is an economic advantage for the individual, providing language skills that enable people to communicate and interact effectively in the global society.

The Chinese Language and Culture 10S–20S–30S program is intended for students who have studied Chinese language and culture in grades 7 to 9.

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[1] ese is also commonly referred to as Guoyu, Hanyu, Huayu, Mandarin, Putonghua or Zhongwen.

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CHINESE LANGUAGE AND CULTURE 10S–20S–30S

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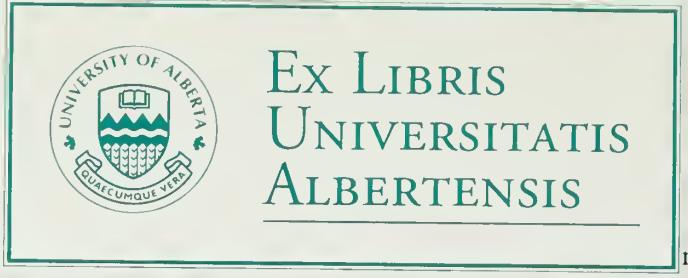

ASSUMPTIO

The following statements are assumptions that have guided the development of the Chinese Language and Culture 10S–20S–30S Program of Studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Chinese as a second language enhances the student's primary language as well as cognitive development and knowledge acquisition. This is true of children who come to the class with some knowledge of Chinese and develop literacy skills in that language. It is also true for children who have no knowledge of Chinese and who are learning it as a second or additional language.

CONCEPTUAL MODEL

The aim of the Chinese Language and Culture 10S–20S–30S Program of Studies is the development of communicative competence in Chinese.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Strategies help students learn and communicate more effectively and more efficiently.

ms to develop intercultural competence, with a particular focus on Chinese culture.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using such a medium as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to negotiate meaning actively; that is, making others understand and working to understand others. Interactive communication generally requires quicker processing but less accuracy than the other two modes.

Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

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Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication; e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker. Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

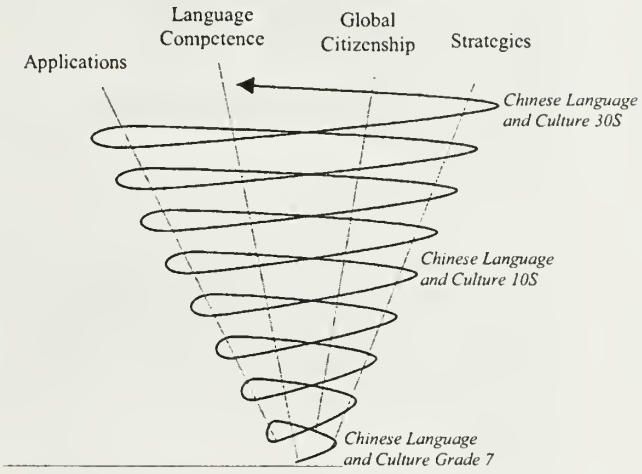
Lexical Fields

In the Chinese Language and Culture 10S–20S–30S Program of Studies, students will be able to use words and expressions in a range of lexical fields, including:

Chinese 10S	Chinese 20S	Chinese 30S
• travel • health and safety • community • work • curricular and extra-curricular activities • any other lexical fields that meet the needs and interests of the students	• communications • land and people • entertainment • relationships • celebrations and traditions • any other lexical fields that meet the needs and interests of the students	• future plans • media • environmental awareness • popular culture • science and technology • any other lexical fields that meet the needs and interests of the students

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and experience with more vocabulary, text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is extended, reinforced and broadened with each successive pass.



ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the Chinese Language and Culture 10S–20S–30S Program of Studies and are based on the conceptual model outlined on the preceding pages.

Applications

- Students will use Chinese in a variety of **situations** and for a variety of **purposes.**

Language Competence

- Students will use Chinese **effectively** and **competently**.

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Strategies

- Students will know and use strategies to maximize the **effectiveness** of learning and communication.

Global Citizenship

- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

The order in which the general outcomes are presented in the program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown as bullets in the chart on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular course will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

Note: The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will **not** be penalized for using traditional forms.

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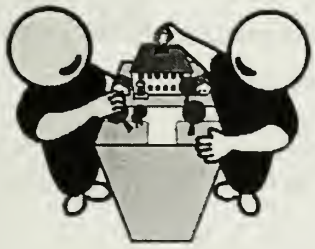
General Outcomes

Applications



Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

- to receive and impart information
- to express emotions and personal perspectives
- to get things done
- to form, maintain and change interpersonal relationships
- to extend their knowledge of the world
- to pursue imaginative purposes and personal enjoyment

Language Competence

Students will use Chinese **effectively** and **competently**.

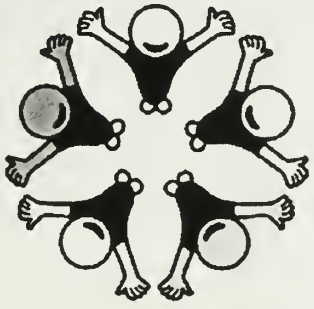
- interpret and produce texts
- attend to form
- apply knowledge of the sociocultural/ sociolinguistic context
- apply knowledge of how discourse is organized, structured and sequenced

Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

- language learning
- language use
- general learning

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

- historical and contemporary elements of Chinese culture
- affirming and valuing diversity
- personal and career opportunities

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Guide to Reading the Program of Studies

General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

cluster heading for specific outcomes

A–5 to extend their knowledge of the world

	Chinese Language and Culture 10S	Chinese Language and Culture 20S	Chinese Language and Culture 30S
	Students will be able to:		
A–5.1 discover and explore	a. explore and express meaning in a variety of ways; e.g., draw a diagram, make a model	a. explore and express the meaning of what they are doing; e.g., identify what they will learn from a particular activity	a. compare their understandings with those of classmates
A–5.2 gather and organize information	a. gather information on familiar topics from a variety of resources; e.g., print, human, multimedia b. identify sources of information	a. gather information from a variety of sources b. organize and manipulate information	a. identify key ideas b. summarize information
A–5.3 solve problems	a. identify a problem, then propose solutions	a. describe and analyze a problem, then propose solutions	a. generate and evaluate alternative solutions to problems
A–5.4 explore opinions and values	a. express own position and give reasons	a. express own position with supporting reasons on a variety of topics	a. express opinions and values related to specific situations

read each page vertically for outcomes expected at the end of each course

strand headings for specific outcomes

specific outcome statements for each course

read each page horizontally for developmental flow of outcomes from course to course

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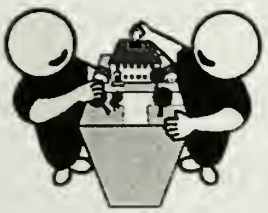

Applications

to express emotions and personal perspectives

to receive and impart information

to get things done

Students will use Chinese in a variety of situations and for a variety of purposes.

to form, maintain and change interpersonal relationships

to pursue imaginative purposes and personal enjoyment

to extend their knowledge of the world

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APPLICATIONS

The specific learning outcomes under the heading Applications deal with **what** the students will be able to do with the Chinese language, that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled "manage group actions" has been included to ensure that students acquire the Chinese language knowledge and skills necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The cluster of strands under the heading "to extend their knowledge of the world" will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the Chinese language.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific learning outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

	Chinese Language and Culture 10S	Chinese Language and Culture 20S	Chinese Language and Culture 30S
	Students will be able to:		
A–1.1 share factual information	a. share detailed information on a familiar topic; e.g., simple report b. understand and use simple definitions and examples of concrete things	a. ask and answer questions about an informative oral or written text b. describe a sequence of events	a. provide detailed information on a variety of topics; e.g., biography

A–2 to express emotions and personal perspectives

	Students will be able to:		
A–2.1 share ideas, thoughts, opinions, preferences	a. inquire about and express interest/lack of interest, approval/disapproval, agreement/disagreement, satisfaction/dissatisfaction	a. inquire about and express probability and certainty b. express and support simple opinions	a. express opinions b. support own opinions with some details
A–2.2 share emotions, feelings	a. inquire about and express emotions and feelings in a variety of familiar contexts	a. inquire about and express emotions and feelings in a variety of contexts	a. express emotions and feelings in formal situations; e.g., make a complaint in a store or restaurant

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

Students will be able to:

	Chinese Language and Culture 10S	Chinese Language and Culture 20S	Chinese Language and Culture 30S
A–3.1 guide actions of others	a. make and respond to requests in informal situations; e.g., simple commercial transactions: How much? Too much!	a. make and respond to simple requests in various situations; e.g., at the library: Can you help me find that book?	a. make and respond to requests in a variety of situations
A–3.2 state personal actions	a. state personal actions in the past, present or future	a. accept and decline invitations; e.g., Come over to my house for a meal. That's great!	a. express possibility in relation to own actions
A–3.3 manage group actions	a. check for agreement and understanding b. express disagreement in an appropriate way c. express appreciation, enthusiasm and support for the contributions of others	a. paraphrase and clarify another group member's contribution	a. express agreement/ disagreement and give reasons

A–4 to form, maintain and change interpersonal relationships

Students will be able to:

A–4.1 manage personal relationships	a. initiate and participate in casual exchanges with classmates	a. give and respond to compliments	a. offer and respond to congratulations
	b. use routine means of interpersonal communications, e.g., telephone calls, personal notes, e-mail messages	b. make excuses	b. express regret

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes.**

A–5 to extend their knowledge of the world

	Chinese Language and Culture 10S	Chinese Language and Culture 20S	Chinese Language and Culture 30S
	Students will be able to:		
A–5.1 discover and explore	a. explore and express meaning in a variety of ways; e.g., draw a diagram, make a model	a. explore and express the meaning of what they are doing; e.g., identify what they will learn from a particular activity	a. compare their understandings with those of classmates
A–5.2 gather and organize information	a. gather information on familiar topics from a variety of resources; e.g., print, human, multimedia b. identify sources of information	a. gather information from a variety of sources b. organize and manipulate information	a. identify key ideas b. summarize information
A–5.3 solve problems	a. identify a problem, then propose solutions	a. describe and analyze a problem, then propose solutions	a. generate and evaluate alternative solutions to problems
A–5.4 explore opinions and values	a. express own position and give reasons	a. express own position with supporting reasons on a variety of topics	a. express opinions and values related to specific situations

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

	Chinese Language and Culture 10S	Chinese Language and Culture 20S	Chinese Language and Culture 30S
	Students will be able to:		
A–6.1 humour/fun	a. use the language for fun and to interpret and express humour at a simple level; e.g., interpret very simple humorous cartoons	a. use the language for fun and to interpret and express humour; e.g., learn and perform songs, solve simple riddles	a. use the language for fun and to interpret and express humour in a variety of situations
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., create and perform a skit	a. use the language creatively and for aesthetic purposes in a variety of situations
A–6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., find a personal pen-pal and exchange letters	a. use the language for personal enjoyment; e.g., use the Internet to explore Chinese culture	a. use the language for personal enjoyment; e.g., keep a personal journal

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Language Competence

interpret and produce texts

attend to form

Students will use Chinese effectively and competently.

apply knowledge of the sociocultural/sociolinguistic context

apply knowledge of how discourse is organized, structured and sequenced

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LANGUAGE COMPETENCE

Language competence is a broad term which includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence and what might be called textual competence. The specific learning outcomes under Language Competence deal with knowledge of the Chinese language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under four cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings on the left end of each row, which show the developmental flow of learning from course to course. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to form," there is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements.

Although the outcomes isolate these components, language competence should be developed through classroom activities that focus on meaningful uses of the Chinese language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out this task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

Note: The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will **not** be penalized for using traditional forms.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently.**

LC–1 interpret and produce texts

	Chinese Language and Culture 10S	Chinese Language and Culture 20S	Chinese Language and Culture 30S
	Students will be able to:		
LC–1.1 aural comprehension	a. understand the main point and some specific details of texts on familiar topics, in guided situations	a. understand the main point and specific details of texts on familiar topics, in guided situations	a. understand the main point and specific details of texts on familiar topics
LC–1.2 reading comprehension	a. understand the main point and some specific details of texts on familiar topics, in guided situations	a. understand the main point and specific details of texts on familiar topics, in guided situations	a. understand the main point and specific details of texts on familiar topics
LC–1.3 visual interpretation	a. derive meaning from the visual elements of a variety of media, in unguided situations	a. derive meaning from multiple visual elements in a variety of media, in guided situations	a. derive meaning from multiple visual elements in a variety of media, in guided and unguided situations
LC–1.4 oral production	a. produce a variety of short, simple texts on familiar topics, in guided and unguided situations	a. produce a variety of short, simple texts, in guided and unguided situations	a. produce texts on familiar topics independently
LC–1.5 interactive fluency	a. engage in short interactions, with pauses for planning and repair	a. manage short interactions with ease, with pauses for planning and repair	a. manage simple, routine interactions with ease
LC–1.6 written production	a. produce short, simple texts, in guided and unguided situations[2]	a. produce a variety of short, simple texts, in guided and unguided situations[2]	a. produce short texts on familiar topics[2]
LC–1.7 representing	a. express meaning through the use of multiple visual elements in a variety of media, in guided situations	a. express meaning through the use of multiple visual elements in a variety of media, in guided situations	a. explore a variety of ways that meaning can be expressed through the visual elements of a variety of media, in guided and unguided situations

2. The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will **not** be penalized for using traditional forms.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 attend to form

	Chinese Language and Culture 10S	Chinese Language and Culture 20S	Chinese Language and Culture 30S
	Students will be able to:		
LC–2.1 phonology	a. produce essential sounds and tones of Chinese using the Pinyin System b. use Pinyin to pronounce new characters consistently[3]	a. produce the essential sounds and tones of Chinese consistently, using the Pinyin System b. use Pinyin to pronounce new characters consistently[3]	a. produce the sounds and tones of Chinese consistently, using the Pinyin System b. use Pinyin to pronounce new characters consistently and accurately with the help of dictionaries[3]
LC–2.2 orthography	a. recognize the most commonly used radicals of Chinese characters[3] b. apply correct stroke order to write characters consistently[3]	a. apply rules of radicals consistently to learn new characters[3]	a. apply rules of radicals consistently to increase vocabulary[3]
LC–2.3 lexicon	a. use a range of vocabulary and expressions in familiar contexts, within a variety of lexical fields, including: • travel • health and safety • community • work • curricular and extracurricular activities • any other lexical fields that meet the needs and interests of the students	a. use a range of vocabulary and expressions in a variety of contexts, within a variety of lexical fields, including: • communications • land and people • entertainment • relationships • celebrations and traditions • any other lexical fields that meet the needs and interests of the students	a. use suitable words and phrases to enhance the effectiveness of communication, in oral or written texts, within a variety of lexical fields, including: • future plans • media • environmental awareness • popular culture • science and technology awareness • any other lexical fields that meet the needs and interests of the students

3 The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will **not** be penalized for using traditional forms.

(continued)

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

(continued)

LC–2 attend to form

Chinese Language and Culture 10S	Chinese Language and Culture 20S	Chinese Language and Culture 30S

Students will be able to:

a. recognize and use, in modelled situations,[4] the following grammatical elements: .....

LC–2.4 grammatical elements

Sentence Structures
- Time + Subject + Place + Verb + (Object)
- Subject + Time + Place + (Object)
- (Time) + Subject + (Place) + Verb + Duration + Object

Sentential Conjunctions
- 在/当...的时候
- 不但...而且, 又...又...
- 一...就
- 要是...就
- 虽然...可是

Comparative Structures
- A 比 B...
- 更
- 比较
- 最

Auxiliary Verbs
- 会 as indication of future action
- 可以
- 能

Expression of Choice
- 或者 in a statement
- 还是 in a question

Adverbs
- 又
- 再

Sentential Conjunctions (Bound expressions)
- 除了...以外/之外
- 一边/面...一边/面...
- 如果...就, 假如...就,
- 不是...就是...
- 以为...其实...
- 只要...就...

Common Measure Words for Actions
- 次
- 趟
- 回

Measure Words for Common Nouns
- 本, 张, 把, 位, 件

Percentage and Fractional Expressions
- ...分之...
- 其中之...

Passive Voice
- 被
- 让
- 叫
- 给

The Adverbial Modifier
- 地

Past Action
- the difference between 了 and 过

Additional Sentential Conjunctions
- 既然...就
- 因为...所以
- 既不...又/也不
- 无论...都
- Question word + 都

Pivotal Sentences
- Subject + 使/让/叫/令 + Object + Verb/Adjective

The 把 Construction

The Use of 就 and 才

Comparative Structures
- 越...越...

The Different Uses of 别

(continued)

4. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently.**

(continued)

LC–2 attend to form

Chinese Language and Culture 10S	Chinese Language and Culture 20S	Chinese Language and Culture 30S

Students will be able to:

b. use, in structured situations,[5] the following grammatical elements: .....

LC–2.4 grammatical elements

在 in Various Situations
- e.g., 他在看书。
  尺在桌子上面。
  我在书房做功课。

了 in Various Situations
- e.g., 好了，好了！
  你长高了。
  我吃饭了。

Transitional Words
- 可是
- 但是

不 and 没 in Other Situations
- 不 + Verb
- 没 + Verb

Auxiliary Verbs
- 会 as indication of abilities

Sentence Structures
- Time + Subject + Place + Verb + (Object)
- Subject + Time + Place + (Object)
- (Time) + Subject + (Place) + Verb + Duration + Object

Sentential Conjunctions
- 在/当...的时候
- 不但...而且, 又...又...
- 一...就
- 要是...就
- 虽然...可是

Comparative Structures
- A 比 B...
- 更
- 比较
- 最

Auxiliary Verbs
- 会 as indication of future action
- 可以
- 能

Expression of Choice
- 或者 in a statement
- 还是 in a question

Adverbs
- 又
- 再

Sentential Conjunctions (Bound expressions)
- 除了...以外/之外
- 一边/面...一边/面...
- 如果...就, 假如...就,
- 不是...就是...
- 以为...其实...
- 只要...就...

Common Measure Words for Actions
- 次
- 趟
- 回

Measure Words for Common Nouns
- 本, 张, 把, 位, 件

Percentage and Fractional Expressions
- ...分之...
- 其中之...

Passive Voice
- 被
- 让
- 叫
- 给

The Adverbial Modifier
- 地

Past Action
- the difference between 了 and 过

5. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

(continued)

LC–2 attend to form

Chinese Language and Culture 10S	Chinese Language and Culture 20S	Chinese Language and Culture 30S

Students will be able to:

c. use, independently and consistently,[6] the following grammatical elements: .....

LC–2.4 grammatical elements

Sentence Structures
- Time + Subject + Verb + Object
- Subject + Time + Verb + Object

Interrogative Forms
- 吗 questions
- Question-word questions 怎么, 什么时候, 哪年, 多少
- Affirmative–negative, Adjective + 不 + Adjective
- Verb + 不 + Verb

的 Structures
- Adjective + 的

Adverbs
- 也
- 都

得 Used After Verb to Introduce Complement of Degree
- e.g., 他跑得很快。

在 in Various Situations
- e.g., 他在看书。
  尺在桌子上面。
  我在书房做功课。

了 in Various Situations
- 好了，好了！
  你长高了。
  我吃饭了。

Transitional Words
- 可是
- 但是

不 and 没 in Other Situations
- 不 + Verb
- 没 + Verb

Auxiliary Verbs
- 会 as indication of abilities

Sentence Structures
- Time + Subject + Place + Verb + (Object)
- Subject + Time + Place + (Object)
- (Time) + Subject + (Place) + Verb + Duration + Object

Sentential Conjunctions (Bound Expressions)
- 在/当...的时候
- 不但...而且, 又...又...
- 一...就
- 要是...就
- 虽然...可是

Comparative Structures
- A 比 B...
- 更
- 比较
- 最

Auxiliary Verbs
- 会 as indication of future action
- 可以
- 能

Expression of Choice
- 或者 in a statement
- 还是 in a question

Adverbs
- 又
- 再

6. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently.**

LC–3 apply knowledge of the sociocultural/sociolinguistic context

	Chinese Language and Culture 10S	Chinese Language and Culture 20S	Chinese Language and Culture 30S
	Students will be able to:		
LC–3.1 register	a. identify socially appropriate language in specific situations; e.g., 叔叔, 阿姨 b. explore formal and informal uses of language in a variety of contexts	a. use suitable, simple formal language in a variety of contexts,	a. use the appropriate level of formality to suit the situation and purpose in familiar contexts
LC–3.2 idiomatic expressions	a. use learned idiomatic expressions in new contexts to enhance communication	a. apply learned idiomatic expressions appropriately, in guided situations	a. explore the literal meanings of some common idioms
LC–3.3 variations in language	a. be aware of some common regional variations in language	a. be aware of some influences on language resulting in variation	a. explore some influences on language resulting in variation; e.g., age, geographical region
LC–3.4 social conventions	a. explore and use learned social conventions	a. interpret and use basic social conventions in interactions	a. interpret and use some important social conventions in interactions
LC–3.5 nonverbal communication	a. use appropriate nonverbal behaviours in a variety of familiar contexts	a. explore and identify variations in nonverbal communication; e.g., gestures	a. interpret and use a variety of forms of nonverbal communication

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

	Chinese Language and Culture 10S	Chinese Language and Culture 20S	Chinese Language and Culture 30S
	Students will be able to:		
LC–4.1 cohesion/coherence	a. organize texts using common patterns; e.g., cause and effect, straightforward time sequencing b. interpret simple references within texts; e.g., pronouns, demonstratives	a. use a variety of conventions to structure texts; e.g., titles, paragraphs, letter forms	a. interpret texts that use patterns involving time or chronological sequencing
LC–4.2 text forms	a. explore, understand and use various text forms delivered through a variety of media, in guided situations	a. use familiar text forms in their own productions; e.g., recipes, comic strips, letters, articles	a. use a variety of familiar text forms and media in their own productions; e.g., brochures, advertisements, reports, stories
LC–4.3 patterns of social interaction	a. initiate and respond to interpersonal communication patterns, in guided situations; e.g., social invitations, ordering food in a restaurant	a. combine simple social interaction patterns to perform some interactions and transactions; e.g., invitation–accept/ decline–explanation	a. use a variety of interpersonal communication patterns; e.g., request goods/services, complain

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Strategies

language learning

language use

Students will know and use strategies to maximize the effectiveness of learning and communication.

general learning

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STRATEGIES

Under the **Strategies** heading are specific learning outcomes which will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands which show the development of awareness and skill in using strategies from grade to grade. Each strand deals with a specific category of strategies. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive and productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy in a particular course. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the comprehensive list of strategies below. The specific strategies provided in the comprehensive list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

COMPREHENSIVE LIST OF STRATEGIES

Language Learning Strategies

Cognitive

- listen attentively
- perform actions to match the words of a song, story or rhyme
- learn short rhymes or songs to practise new vocabulary or sentence patterns, or to learn Pinyin
- imitate sounds, tones and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeatedly write out or say words or phrases in a variety of contexts
- make personal dictionaries
- experiment with various elements of Chinese
- use mental images to remember new information
- group together sets of things (word formations, sentence structures, vocabulary words and phrases) with similar characteristics
- identify similarities and differences between aspects of Chinese and own language
- look for patterns and relationships, such as grouping radicals
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Chinese or in own language
- find information, using reference materials such as dictionaries, textbooks and grammars
- use available technological or other learning aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe

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- perceive and note down unknown words and expressions, noting also their context and function
- take lesson notes and review them
- memorize stroke order and direction of strokes through repetition
- make and use personal flashcards
- use cues given by the teacher to determine the appropriate tone for a specific word

Metacognitive
- check copied writing for accuracy
- make choices about how to learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or look for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more that are particularly useful personally
- be aware of the potential of learning through direct exposure to the Chinese language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective
- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive
- use words from first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Chinese
- acknowledge being spoken to
- interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally
- ask for clarification or repetition when something is not understood
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down
- use a simple word similar to the concept to convey, and invite correction
- invite others into the discussion
- ask for confirmation that a form used is correct

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- use a range of fillers, hesitation and slowing devices and gambits to sustain conversations
- use circumlocution to compensate for lack of vocabulary
- repeat part of what someone has said to confirm mutual understanding
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding
- self-correct if errors lead to misunderstanding

Interpretive
- attend to gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand, and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what is anticipated to be heard or read, based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts
- focus on parts of a character, such as the radical or sound element, to guess the meaning and/or pronunciation of a word

Productive
- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words that are visible in the immediate environment
- use resources to increase vocabulary or other language structures
- use familiar repetitive patterns to compose oral or written texts (stories, songs, rhymes, familiar classroom routines/phrases/patterns)
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts, such as personal and commercial dictionaries, checklists, grammars, teachers
- take notes when reading or listening to assist in producing own text
- proofread and edit the final version of a text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing
- combine previously learned language elements with new language elements to produce new oral and written texts

General Learning Strategies

Cognitive
- classify objects and ideas according to their attributes; e.g., red objects and blue objects, animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks

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- write down key words and concepts in abbreviated form (verbal, graphic or numerical) to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and individual learning style
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

	Chinese Language and Culture 10S	Chinese Language and Culture 20S	Chinese Language and Culture 30S
	Students will be able to:		
S–1.1 cognitive	a. select and use cognitive strategies to enhance language learning; e.g., associate new words or expressions with familiar ones, either in Chinese or in own language	a. select and use a variety of cognitive strategies to enhance language learning; e.g., find information, using reference materials	a. select and use appropriate cognitive strategies to enhance language learning in a variety of situations; e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
S–1.2 metacognitive	a. select and use metacognitive strategies to enhance language learning; e.g., evaluate own performance or comprehension at the end of a task	a. select and use a variety of metacognitive strategies to enhance language learning; e.g., monitor own speech and writing to check for persistent errors; be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly	a. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations; e.g., be aware of the potential of learning through direct exposure to the Chinese language; know how strategies may enable coping with texts containing unknown elements
S–1.3 social/affective	a. select and use social and affective strategies to enhance language learning; e.g., use self-talk to feel competent to do the task	a. select and use a variety of social and affective strategies to enhance language learning; e.g., experiment with various forms of expression, and note their acceptance or non-acceptance by more experienced speakers	a. select and use appropriate social and affective strategies to enhance language learning in a variety of situations; e.g., repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate

Further examples of language learning strategies are available on pages 24 and 25.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

	Chinese Language and Culture 10S	Chinese Language and Culture 20S	Chinese Language and Culture 30S
	Students will be able to:		
S–2.1 interactive	a. select and use interactive strategies to enhance language use; e.g., start again, using a different tactic, when communication breaks down	a. select and use a variety of interactive strategies to enhance language use; e.g., use a range of fillers, hesitation and slowing devices and gambits to sustain conversations; use circumlocution to compensate for lack of vocabulary	a. select and use appropriate interactive strategies in a variety of situations to enhance language use; e.g., repeat part of what someone has said to confirm mutual understanding; self-correct if errors lead to misunderstanding
S–2.2 interpretive	a. select and use interpretive strategies to enhance language use; e.g., prepare questions or a guide to note down information found in a text	a. select and use a variety of interpretive strategies to enhance language use; e.g., use key content words or discourse markers to follow an extended text	a. select and use appropriate interpretive strategies in a variety of situations to enhance language use; e.g., reread several times to understand complex ideas
S–2.3 productive	a. select and use productive strategies to enhance language use; e.g., use resources to increase vocabulary or other language structures	a. select and use a variety of productive strategies to enhance language use; e.g., take notes when reading or listening to assist in producing own text	a. select and use appropriate productive strategies in a variety of situations to enhance language use; e.g., use a variety of resources to correct texts

Further examples of language use strategies are available on pages 25 and 26.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

	Chinese Language and Culture 10S	Chinese Language and Culture 20S	Chinese Language and Culture 30S
	Students will be able to:		
S–3.1 cognitive	a. select and use cognitive strategies to enhance general learning; e.g., use mental images to remember new information	a. select and use a variety of cognitive strategies to enhance general learning; e.g., formulate key questions to guide research	a. select and use appropriate cognitive strategies to enhance general learning in a variety of situations; e.g., seek information through a network of sources including libraries, the Internet, individuals and agencies
S–3.2 metacognitive	a. select and use metacognitive strategies to enhance general learning; e.g., divide an overall learning task into a number of subtasks	a. select and use a variety of metacognitive strategies to enhance general learning; e.g., reflect upon own thinking processes and individual learning style	a. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations; e.g., work with others to monitor own learning
S–3.3 social/affective	a. select and use social and affective strategies to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks	a. select and use a variety of social and affective strategies to enhance general learning, e.g.; monitor own level of anxiety about learning tasks, and take measures to lower it if necessary	a. select and use appropriate social and affective strategies to enhance general learning in a variety of situations; e.g., be willing to take risks and to try unfamiliar tasks and approaches

Further examples of general learning strategies are available on pages 26 and 27.

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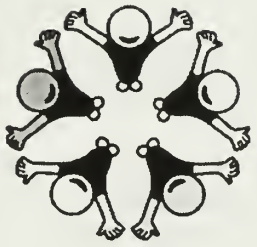
Global Citizenship



historical and contemporary elements of Chinese culture

affirming and valuing diversity

Students will acquire the knowledge, skills and attitudes to be effective global citizens.

personal and career opportunities

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GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, attitudes and skills needed to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of Global Citizenship are grouped under three cluster headings: "historical and contemporary elements of Chinese culture," "affirming and valuing diversity" and "personal and career opportunities." Each strand deals with a single aspect of intercultural competence.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Rather than simply developing a bank of knowledge about the culture, it is more important for students to develop skills in accessing and understanding information on culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with these new elements effectively and appropriately.

The "affirming and valuing diversity" heading covers knowledge, skills and abilities that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates who may be from a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**

GC–1 historical and contemporary elements of Chinese culture

	Chinese Language and Culture 10S	Chinese Language and Culture 20S	Chinese Language and Culture 30S
	Students will be able to:		
GC–1.1 accessing/analyzing knowledge of Chinese culture	a. explore and identify some social aspects of Chinese life; e.g., festivals, sports, communities b. understand behaviours that are different from their own; e.g., use of public transportation, involvement in part-time jobs	a. identify and use a variety of sources of information to find out about Chinese culture	a. organize and represent information about elements of Chinese culture in a variety of ways
GC–1.2 knowledge of Chinese culture	a. explore and identify some elements of Chinese culture; e.g., key historical events and their influence on contemporary ways of life and cultural values	a. explore and identify some elements of Chinese culture; e.g., major current events as a reflection of contemporary ways of life and cultural values	a. explore and identify some elements of Chinese culture; e.g., cultural values, attitudes and interests of Chinese people
GC–1.3 applying cultural knowledge	a. apply knowledge of elements of Chinese culture in their interactions with Chinese people and to interpret cultural behaviour that is different from their own	a. analyze assumptions about Chinese culture	a. apply knowledge of elements of Chinese culture, derived from a variety of sources, to interpret behaviours and texts
GC–1.4 diversity within Chinese culture	a. apply knowledge of diverse elements of Chinese culture	a. identify different perspectives on diverse elements of Chinese culture	a. apply knowledge of diverse elements of Chinese culture, derived from a variety of sources
GC–1.5 valuing Chinese culture	a. choose to participate in and contribute to activities and experiences that reflect Chinese culture	a. examine their own perception of the Chinese language, culture and people	a. seek out and use opportunities to initiate contact with members of Chinese culture; e.g., in the community, via technology

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming and valuing diversity

	Chinese Language and Culture 10S	Chinese Language and Culture 20S	Chinese Language and Culture 30S
	Students will be able to:		
GC–2.1 awareness of first language	a. identify some words in own first language that have been borrowed from other languages; e.g., tofu, kung fu, kindergarten b. compare oral and written aspects of own first language and Chinese	a. identify some regional variations in own first language b. identify aspects of their own personal style in own use of language	a. identify ways in which Chinese and own first language are similar and ways in which they are different
GC–2.2 general language knowledge	a. recognize that languages can be grouped into families based on common origins	a. explore how and why languages borrow from one another	a. recognize that languages evolve/change over time and explore reasons for this change
GC–2.3 awareness of own culture	a. identify some influences on the development of own personal cultural identity; e.g., parental and societal expectations	a. identify some of the past and present relationships between Chinese-speaking regions and Canada; e.g., immigration, trade, economics	a. identify ethnocentric elements in Canadian and Chinese texts
GC–2.4 general cultural knowledge	a. recognize that within any culture there are important differences in the way people speak and behave	a. recognize that different cultures may have different interpretations of texts, cultural practices or products	a. explore ways in which individuals acquire a cultural identity b. explore some causes of breakdown in communication and of misunderstanding when communicating with people from an unfamiliar culture
GC–2.5 valuing diversity	a. seek knowledge about other languages and cultures b. recognize and acknowledge different perspectives	a. recognize the value of different perspectives	a. seek out opportunities to interact with people from various cultures
GC–2.6 intercultural skills	a. explore various strategies for interpersonal communication with people from different cultures	a. explore various strategies for enhancing communication with people from various cultures	a. identify and use a variety of strategies enhancing relations with people from different cultures

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal and career opportunities

	Chinese Language and Culture 10S	Chinese Language and Culture 20S	Chinese Language and Culture 30S
	Students will be able to:		
GC–3.1 Chinese language and cultures	a. identify aspects of Chinese music, arts and crafts that are of personal interest b. identify some careers and other opportunities that use knowledge of the Chinese language	a. demonstrate awareness of opportunities for further studies or careers related to Chinese b. explore personal reasons for learning Chinese	a. identify aspects of Chinese civilization that are of personal interest; e.g., history, literature b. explore opportunities for further studies, careers, personal enjoyment or personal growth related to the Chinese language and culture
GC–3.2 cultural and linguistic diversity	a. identify situations in which knowledge of languages and intercultural skills can be applied b. identify some careers in which knowledge of languages and world cultures would be an asset	a. explore personal reasons for learning languages and learning about world cultures	a. explore opportunities for further studies, careers, personal enjoyment and personal growth related to other languages and cultures

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